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ABSTRACT

Providing teacher educators with a model of university-school collaboration, this book explores ways of breaking through children's sense of isolation from other children and shows by example what it means to break through a similar isolation that teachers often experience. Written in the form of a professional dialogue, the book deals with such topics as teachers as learners; the dialogue style of learning; teacher research; inquiry; ownership; scaffolding; neo-Vygotskian perspectives; evaluation and assessment; collaboration; the definition of intelligence; and structuring teacher workshops. The book offers preservice, beginning, and experienced teachers detailed, constructive information about teaching mixed-ability groups; conducting a reading program without a basal; teaching children to run their own response groups and teams; teaching an individual work ethic; inspiring helpfulness; setting up a creative system for homework; and inviting parents to join in the work of the classroom. Chapters in the book are: (1) On Being Smart, Clever, and Intelligent; (2) Thinkers Ask Questions; (3) The Social Side of the Brain; (4) The Writing Response Group; (5) Teaching the Language of Response; (6) Writing Groups in Action; (7) Changing the Way We Teach Reading; (8) Good Readers Think While They Read; (9) Who Should Evaluate Reading and How?; (10) Scaffolding a Work Ethic; (11) Scaffolding a Social Ethic; and (12) Teacher in Conversation. (RS)

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